**BOOK ACTIVITY 6 (EDC 423)**

**Preparing for A Literature Circle Discussion around *Pictures of Hollis Woods***

**For this activity, you will prepare two short responses that will guide your literature-based discussions when you come to class on Tuesday. You will meet with two different groups during class – one group for Part I and a second group for Part II.**

**Part I. Traditional Literature Circle Roles (Focused on Chapters 11-16)**

There are several roles students can take in a typical literature circle discussion. These are: Discussion Director, Literary Luminary, Illustrator (sometimes called “Artful Adventurer”), Connector, Character Captain, and Vocabulary Enricher.

Within your group, **decide which literature circle role sparks your interest**—one that you would like to learn more about and then take on in your discussion of *Pictures of Hollis Woods*. (You will be working in groups of 4, so you will need to choose/use one of the roles listed above.) Make sure that each person in your group is satisfied with the role assignments.

Refer to the attached handout to learn more about the function of that role in the literature circle group. Use the appropriate role worksheets found in the word document **Lit Circle Role Sheets** on our wikispace to prepare for your role in the discussion.

To complete the preparatory work for your role in discussing Pictures of Hollis Woods, create a one-page handout with your prepared responses about ideas between Chapters 11-16 and make enough copies of your completed worksheet for the people in your group and one for me. You will then take on this role in your group in our next class.

**Part II. Using Cornett’s Preparation Frames to Take On Alternative Literature Circle Roles (Focused around Whole Book)**

You can adapt the roles students take in their literature based discussions to align with strategies you have been modeling, big ideas you want students to further explore, or more open-ended activities that enable students to make choices in how they respond and share their ideas in the group. On pages 201-207, your textbook offers several examples of “preparation” frames that scaffold students as they (a) prepare for discussion and (b) share their ideas. These frames include: (1) “Interesting Ideas, Questions, and Useful Information” (IQU Charts); “Learn, Wonder, and Like” (LWL Charts); “Exciting, Puzzling, and Connecting” (EPC Charts); “Questions and Big Ideas” (QBI Charts).

For this part of the activity, select ONE of these frameworks (see attached or download from the wiki) and complete as a final response after reading Pictures of Hollis Woods. You may connect to or elaborate on ideas from any section of the book. Bring your framework to our next class to guide your “less structured” small group discussion of Hollis Woods as a whole. You will hand in your completed framework at the end of class.

**Book Activity 6 Rubric – EDC 423 (20 points)**

**Literature Circle Discussions for Pictures of Hollis Woods**

|  |  |
| --- | --- |
| **Literature Circles: Traditional Roles** |  |
| Prepared worksheet with appropriate responses for literature circle role (6) |  |
| Participated in Literature Circle 1 during class (4) |  |
| **Literature Circles: Alternative Preparation Frames** |  |
| Completed one of the Preparation Frames (6) |  |
| Participated in Literature Circle 2 during class (4) |  |
| **TOTAL POINTS (out of 20 points)** |  |